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ABSTRACT

A wide range of information pertaining to foster care and the role of foster parents is presented in this handbook. The nature of and the need for foster care are discussed briefly. Specific information is presented on the relationship of foster children to their parents, the court, their custodian and their guardian, and the process of becoming a foster parent (recruitment, the application process, screening, and foster parent education) is discussed. The rights and responsibilities of the social worker/agency, foster parents, and natural parents are delineated, with the importance of teamwork highlighted. The placement procedure is described in detail including preparation for placement, suggestions for facilitating successful adjustment to placement, and what happens when a placement proves unsuccessful. Specific financial information is provided on foster care payment rates, income tax, medical and educational costs, and foster parents' liability insurance. Several aspects of providing care for the foster child are discussed, including discipline, religion, confidentiality, subsidized adoption, and complaints. Foster parent associations are discussed briefly. Appendices include copies of various forms involved in the process of becoming a foster parent and a book list recommended for use with foster children. (JMB)

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# FOSTER PARENTS HANDBOOK

Published by

THE SOCIAL SERVICE BOARD OF NORTH DAKOTA
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T. N. Tangedahl
Executive Director

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## TO FOSTER PARENTS

We would like to take this opportunity to express our appreciation for the contributions all our licensed foster parents have made to our foster care program. Indeed, without you there would be no program.

And, welcome to you, our new foster parents. We are happy to have you join with us in our effort to provide quality foster home care here in North Dakota.

We appreciate the fact that yours is not a simple task. You are valuable not only to children but also to their families and our agency. We give you our thanks.

Sincerely yours,

Owen H. Larson

Owen H. Larson, ACSW
Director of Community Services

## ABOUT THIS HANDBOOK

Being a foster parent can be rewarding. It can also be a difficult and demanding responsibility. You have a child in your home whom you care for, worry about, scold and love like one of your own. But he is not your own. You are bringing up someone else's child without the assurance and comfort of kinship and years of familiarity.

As a foster parent you have suddenly acquired a child with a definite personality, habits which may be very different from your own, and attitudes toward grown-ups based on his past experiences. You take the foster child the way he already is: you have not started from the beginning as with your own. He did not get the way he is overnight and cannot be expected to change his habits or take on a new set of values suddenly. This is a slow process. You must help and be patient with him.

But that isn't all. You are constantly having to share your foster child with his own family, who continue to have an effect on him, whether they visit him or not, and with the agency which is both concerned and legally responsible for him.

This handbook hopefully will help you through the rewards - and the challenges - of caring for the children entrusted to you.

## IF A CHILD ....

"If a child lives with criticism
He learns to condemn

If a child lives with hostility
He learns to fight

If a child lives with ridicule
He learns to be shy

If a child lives with jealousy
He learns to feel guilty

If a child lives with tolerance
He learns to be patient

If a child lives with encouragement
He learns confidence

If a child lives with fairness
He learns justice

If a child lives with praise
He learns to appreciate

If a child lives with security
He learns to have faith

If a child lives with approval
He learns to like himself

If a child lives with acceptance and friendship
He learns to find love in the world."

Dorothy Law Nolte

NATIONAL FOSTER PARENTS ASSOCIATION

CODE OF ETHICS

Each foster parent has an obligation to maintain and improve the practice of fostering constantly; to examine, use, and increase the knowledge upon which fostering is based; and to perform the service of fostering with integrity and competence.

Principles:

1. I regard as my primary obligation the welfare of the child served.

2. I shall work objectively with the agency in effecting the plan for the child in my care.

3. I hold myself responsible for the quality and extent of the services I perform.

4. I accept the reluctance of the child to discuss his or her past.

5. I shall keep confidential from the community information pertaining to any child placed in my home.

6. I treat with respect the findings, views and actions of fellow foster parents, and use appropriate channels, such as foster parent organization, to express my opinions.

7. I shall take advantage of available opportunities for education and training designed to upgrade my performance as a foster parent.

8. I respect the worth of all individuals regardless of race, religion, sex or national ancestry in my capacity as a foster parent.

9. I accept the responsibility to work toward assuring that ethical standards are adhered to by any individual or organization providing foster care services.

10. I shall distinguish clearly in public between my statements and actions as an individual, and as a representative of a foster parent organization.

11. I accept responsibility for working toward the creation and maintenance of conditions within the field of foster care that enable foster parents to uphold the principles of this code.

## WHAT IS FOSTER CARE?

Foster family care is the social service which is primarily concerned with provision of a substitute family for a planned period of time to a child who has to be separated from his natural or legal parents. Social work and other interventive services needed by the child, his parents, and you, the foster parents, are the added components of foster family care.

The primary aim of all child welfare services is to preserve and strengthen the child's own home whenever possible. Sometimes natural parents or other responsible persons cannot meet a child's basic needs for care, protection and love. For most children, life in a family foster home such as yours can come closer to normal family living than any other type of temporary placement.

Family foster care should be utilized for the majority of children who need placement, who can accept other family ties, participate in family life, attend community schools, and live in the community without danger to themselves or others.

In order to help the child and his family, total foster care services include:

1. Selection of a suitable family foster home for the child.

2. Helping natural parents to change conditions in their homes so that the child can again live with them. In addition to strengthening parental capacities, this involvement with the natural parents improves their ability to support their child during placement.

3. Giving direct help to the child by offering various services in addition to what the natural parents and foster parents can give.

4. Providing direction and support to the foster parents to enable them to provide quality substitute care.

In summary, family foster care service is a joint cooperation between foster parents, natural parents, and a social service agency to give a child a chance to be a family member when neither the parents, foster parents, or agency can do it alone.

## WHY DO CHILDREN NEED FOSTER CARE?

Most children enter foster care as a result of unstable conditions in their own homes. The most frequent of these factors are: physical or mental illness of parents, emotional problems of the children themselves, severe neglect or abuse, abandonment, divorce, illegitimacy or other family problems with which the natural parents feel they are unable to cope. The decision that a child can be maintained in his own home, or that placement is necessary, should be determined by the ability of the parents to deal with their problems, and their capacity to utilize help. Often the juvenile court is involved in making these decisions.

Before a decision is made to obtain substitute care out of his home for a child, all factors in the family situation must be carefully weighed and the pro's and con's of separating the family unit must be taken into consideration. Separating a family sets up three related responses. First, the parents feel a sense of failure and loss and they fear the changes that may be brought about by this loss. Second, the children experience fear of loss of their home and family and fear of the unknown future. Also, the reactions of persons outside the family, relatives, friends, members of the community, are often very negative. The child's anxiety about being separated from his family usually includes feelings of helplessness, rage, distrust and worthlessness, all of which inevitably reflect on his self-concept.

For the parent, the fear of losing his child usually includes the fear of losing his child's love. This fear is not totally unrealistic since the parent has failed the child in the parental role and probably has experienced more than the usual negative feelings between himself and the child. Also the parents wish and need to be rid of the stress of the child's care usually produces guilt and a feeling of failure. In addition, the parents experience anxiety about the unknown future of their life without the child and fear of never being able to reunite the family. Removal of a child from his natural family is a serious matter and should always occur with a plan in mind for both the child and his family.

Once the social worker, with or without the natural parents, has made the decision to place the child in foster care, it is done through either a voluntary placement agreement or through court action based on deprivation or delinquency.

## RELATIONSHIP OF CHILD TO PARENTS, COURT, CUSTODIAN AND GUARDIAN

### PARENTAL RIGHTS AND RESPONSIBILITIES

Parents are the natural guardians of their minor children. They have a right to care, custody, control, and the power to make major decisions affecting their minor child's life, such as consenting to medical care, adoption, marriage, and enlistment in the armed services.

On the other hand, parents have certain responsibilities for their child. They have the duty to protect and support the child, provide food, clothing, shelter, medical care, and education.

### MODIFICATION OF PARENTAL RIGHTS

If a child is believed to be deprived (abused or neglected), unruly, or delinquent, such information may be brought to the juvenile division of the District Court. The court, looking to the best interests of the state and the child before it, has the responsibility to determine the true facts in one or more hearings. At the conclusion of a juvenile court proceeding, involving alleged deprivation or unruliness, the Judge will make an ORDER which will indicate the court's disposition in the case. Normally, the court order will be one of the following:

1. Dismissal of the case.
2. Protective supervision of the child while he/she remains with the natural parents.
3. Temporary transfer of custody to person or agency, usually the director of the county social service board.
4. Termination of parental rights if that is the nature of the petition brought before the court.

The Judge may also put specific provisions in the order regarding visitation schedules or directions toward one or more of the major parties involved to perform certain duties.

Delinquency matters coming under the jurisdiction of the juvenile court are usually brought to the attention of the court by law enforcement officials. Court orders in juvenile delinquency cases may provide a disposition similar to those enumerated above or provide that the child is placed on probation for a specified period of time, or is committed to the supervision of the State Youth Authority, or to a treatment or correctional setting for a specified period of time. Court orders may be of a two year duration and extended upon a hearing if the facts should so warrant. Juvenile court jurisdiction may extend until the child reaches his eighteenth birthday in the case of deprivation or unruliness and may extend to the child's twentieth birthday in the case of delinquency.

### PROTECTIVE SUPERVISION

Protective supervision means supervision ordered by the court for children found to be deprived or unruly. Under protective supervision the child usually stays in his own home. Protective supervision does not eliminate the responsibility of the parents to provide for the needs of the child. During a period of protective supervision, parents must cooperate with the agency in correcting the situation which led to court intervention.

## LEGAL CUSTODY

The term "legal custody" is used to describe those rights and responsibilities associated with care, and control of the child, including the duty to see that the child is provided with food, clothing, shelter, education, ordinary medical care, training, and discipline. It is the legal custody of the child which is normally transferred to an agency or another person under an order of the juvenile court in cases where a child is found to be deprived, unruly, or delinquent and the court determines that the child must live away from his own home. An agency which has legal custody of a child may care for the child in a facility under its own direction, or may contract for care in a foster home, school, or other specialized agency. The child's parents continue to have the right to visit the child with agency approval and continue to have financial obligation for the child's support.

The North Dakota Century Code, Section 27-20-38 sets forth the rights and duties of a legal custodian:

> *"A custodian to whom legal custody has been given by the court under this Chapter has the right to the physical custody of the child, the right to determine the nature of the care and treatment of the child, including ordinary medical care and the right and duty to provide for the care, protection, training, and education, and the physical, mental, and moral welfare of the child, subject to the conditions and limitations of the order and to the remaining rights and duties of the child's parents or guardian."*

An agency having custody of a child may delegate to the foster parents of the child the responsibility to perform the duties of the custodian.

## TERMINATION OF PARENTAL RIGHTS

In a special proceeding the juvenile court may permanently sever all the rights of the parents with reference to a child if the parents have abandoned the child, or the child is deprived and the causes of the deprivation are likely to continue. When parental rights are terminated, the court gives custody of the child to a child-placing agency or the Executive Director of the Social Service Board. When parental rights have been terminated, the law provides that the custodian has the authority to consent to the adoption of the child, his marriage, his enlistment in the armed forces, and extra-ordinary medical treatment.

In other situations, the custodian does not have such far reaching authority and the approval must be obtained from the parent or the court holding jurisdiction.

## GUARDIANSHIP

The early law of guardianship came into existence to protect the property of minor orphans. Inasmuch as guardianship was originally concerned with protection of property, the power to appoint guardians has generally been established in probate courts. This is true in North Dakota where the county court has complete jurisdiction in matters of guardianship.

Before any courts for children were established in this country, procedures for protection of children, in the absence of parents, followed the pattern of guardianship prescribed for property of funds.

The legal relationship between the guardian of the person and the ward is similar to that of parent and child. In addition to the right to care, custody, and control of the child, the guardian of the person under supervision of the county court has other far-reaching authority of a parent; such as, the right to consent to surgery, adoption, marriage, application for driver's license, and enlistment in military service.

Juvenile courts are designated to handle deprived, neglected, abused and abandoned children as well as the unruly and delinquent. Consequently, there are very few children who come into foster care in North Dakota who have a guardian appointed by the county court.

VOLUNTARY PLACEMENT

Parents may find it necessary to ask a social agency for help to place their child in foster care for a temporary period because of illness or other family crisis. Placement based on such a request should be formalized by an agreement signed by the parents in which the parents delegate to the agency the right to place the child in foster care and make specific provision for authorizing medical care and the plan for meeting costs of foster care, clothing and medical expenses. Such a placement agreement should show the parents' continuing responsibilities for the child. A voluntary placement is a temporary arrangement. The parents at any time have the right to ask the agency for the return of the child. The agency and foster parents should have a reasonable period of time to prepare the child for return to the parental home.

Under a voluntary placement, the parent continues to have rights and responsibilities and should participate in plans for education, medical care, religious training, employment, and application for hunting and driver's licenses.

If a parent is not available to participate in such plans, the child may be abandoned. If so, the juvenile court has a basis for jurisdiction to appoint a custodian for the child.

## BECOMING A FOSTER PARENT

### RECRUITMENT

The Social Service Board of North Dakota is legally responsible for providing foster homes for children needing that kind of substitute care. Basically the responsibility for recruitment has been delegated to the individual counties, with assistance being provided by the Area Social Service Center/Human Service Center.

Recent trends in child placement requests have necessitated that a major portion of the focus now be placed on recruiting foster homes for teenagers and children with special needs, such as the physically and emotionally handicapped.

Currently licensed foster parents, experiencing satisfaction with the service they are providing to children, are an excellent source of new referrals to the foster care program.

Recruiting is also done through newspaper articles and advertisements, television and radio spot announcements, talks at public and church meetings, and brochures.

### INQUIRY AND APPLICATION PROCESS

Inquiry -- The first step in becoming a foster parent is usually a phone call, visit, or letter to a licensing agency. For the Social Service Board of North Dakota, initial contacts are usually made with the staff of the County Social Service Boards. Inquirers normally talk with a social worker who answers questions about foster care and explains the basic requirements.

If one meets basic requirements and wishes to learn more about foster care, he is invited to continue with the application process utilized in that particular office. Generally this will consist of additional agency contacts with a social worker through office appointments or home visits.

Application -- A formal application is made on form 424-1 (See Appendix). Included on the application is basic information about the prospective foster family.

The home study which follows allows the social worker to get to know your family as a prospective foster family and gives you more in depth knowledge about the foster care program and the type of children needing care. The more the social worker knows about you, your experiences, attitudes and also your problems, the better he is able to help you decide if your family will want to be involved in foster care service.

## FOSTER HOME STUDY

To gather the information needed for the home study the social worker will schedule either home visits or office appointments with you and your children. There must be at least one home visit to allow the social worker to assess the physical environment of your home. It is important that the worker talk with you as a family and also individually to get to know you and to allow each person to discuss their own feelings and questions about their involvement in providing foster care.

It is extremely important for you as a family to discuss all the adjustments that will have to be made if a new child joins your family. Your own children should be helped to discuss and work through some of the thoughts they have on how this will affect them personally, sharing their home, their parents and, their personal possessions.

After the visits and discussions have been completed, the foster home study should result in:

1. An understanding on the part of the social worker as to the kind of family making application.

2. A greater understanding on the part of all concerned as to what the family can give to the foster child for his physical, emotional and social growth.

3. An evaluation of whether the family can share responsibility for the physical and emotional care of the child with the worker and the child's own parents or agency.

4. Knowledge of the family's financial status and the physical facilities of the home for caring for a child.

5. Some preparation or orientation of the family toward caring for a particular type of child or for recognizing their inability to do so.

When your study has been completed, a decision will be made as to whether or not you will be licensed as foster parents by the agency. This does not mean that you have passed or failed any "examination". Hopefully, it means that you and the agency made a joint decision in the best interest of your own family and a child that needs care.

If the decision is to place children with you for care, there should be a decision about the number and age range (infants, preschool, school age, adolescents, etc.) of children which you feel most comfortable with. There should be an understanding about what problems you can accept and work with such as retardation, physical handicaps, emotional disturbances, etc.

## PHYSICIAN'S REPORT FORM

Form C-1 SS (Rev. 5/73), Authorization for Release of Medical Information and Medical Report, is used for obtaining medical information.

1. A physician's report form must be completed for each foster parent. The purpose of this requirement is to verify that the foster parents have no health condition which would adversely affect the foster child's welfare or deprive him of adequate care and supervision. Completed forms are a permanent part of the record.

2. Generally a medical report will be requested of the applicants after it is established that there is reasonable compliance with other licensing standards. Whether a doctor issues his statement on the basis of a current physical examination or on his knowledge regarding the health of the individual members of the household acquired through previous diagnostic or professional service is within his discretion and judgment.

## RE-EVALUATIONS

Foster care licenses are granted for a period of one year. Annually there must be an evaluation of your foster care experience. This will be a time for you to sit down with your social worker and discuss any progress or problems that occurred during the year. This discussion should help you recognize your abilities and use them to a greater advantage and also realize some of your weaknesses and constructively determine a way to work at improving them. Also, it is a special time when you can raise questions and criticisms with the worker, although this can be done any time. This is a good time to discuss any needs you feel you have for education or training that would enable you to perform your role as a foster parent more adequately.

## FOSTER PARENT EDUCATION

Continuing efforts are being made to provide education and growth producing experiences for foster parents. These efforts are based on one primary objective - the improvement of services to children who must live outside their own families.

Foster parenting is a unique child-rearing role that requires normal parenting skills plus additional skills related to the complexity of the foster care system itself. Dealing with and understanding the special problems involved in parenting someone else's children demands a special perspective and special knowledge of children and family life.

The needs of children placed in foster care are changing. Many of the children placed have been abused and neglected and/or come from homes experiencing great difficulties. Thus the children may suffer from emotional and behavioral problems that demand some additional knowledge and skill on the part of the foster parents.

Educational opportunities for foster parents are many and varied. Your county and/or area may provide programs in conjunction with the foster parent association meetings, or may conduct separate sessions on special topics. With your participation and assistance these programs can be developed and expanded.

Foster parent education is fast becoming a necessary part of meeting more adequately the changing needs of children coming into foster care.

Discuss with your social worker what opportunities are available to you.

THE TEAMWORK CONCEPT

RIGHTS AND RESPONSIBILITIES

The child and his/her future are the first concerns of the foster family, the social service agency, and the child's own family. The goal is that all members of the team work together for the benefit of the child. To attain this goal, to have an effective team, each member has certain responsibilities.

RESPONSIBILITIES OF THE SOCIAL WORKER/ AGENCY

The social worker and the agency are responsible to:

1. Explain the function of the agency and relate social service programs such as psychological evaluations, Homemaker service, educational service and counseling to other members of the team. This would also include making them aware of the services of other agencies such as Easter Seal and the Mental Health Center.

2. Work with the natural parents toward the ultimate reuniting of the natural family when and where possible. Realize also that the overall plan for the reuniting of the family may be unrealistic or not possible and that permanent separation may be necessary in some situations.

3. Be available to listen, relate to and understand any information given to the worker and agency about the foster child and to help the foster parents to understand this information and use it to help the child in any way possible.

4. Help foster parents establish and understand goals and objectives that will help the individual child in their home and to work toward any future plans that may be formulated. Formulate these goals in written form in a service agreement.

5. Be available to give professional advice to the foster parent and child to help solve any problem that could occur in this placement. This could include referral to another agency if this were deemed necessary.

6. Explain fully to the foster parents that they are a temporary placement for the child and that their primary responsibility is to assist in seeing that the future plans for the child are followed through. They should understand how a certain amount of objectivity in this relationship will be good for both them and the child. They should also be made fully aware of what type of placement is taking place - court order with termination of parental rights, court order without termination of parental rights, or voluntary agreement.

7. Prepare the foster parents for separation from the child and help to work through any feelings about this both before and after the child leaves the home.

8. Inform the foster parents of the standard foster care rates and that some additional special needs of the child can be met by the Foster Care Payment Program.

9. When a placement has existed over an extended period of time, discuss possibility of adoption with the foster parents to learn if they are interested. This should include discussion of subsidized adoption standards and regulations.

10. Allow foster parents and child the freedom to feel they can honestly express their feelings about the agency and its policies and practices. This should include feelings about their relationship with the social worker, and their ability to function as a team.

11. Discuss with the foster parents the absolute necessity for confidentiality and the serious consequences that could result from a violation of this standard.

12. Help the foster parents understand how important it is to share information about the needs of the child with the social worker, particularly a problem area that may exist. Only through sharing this information can the foster parents perform their responsibilities in a professional manner and meet the needs of their foster child.

13. Let the foster parents know that they can be informed how the child is doing after he leaves the foster home. This would be only in the situation where they are interested in receiving this information.

14. Work closely with the foster child and his feelings regarding his circumstances. Give the child an opportunity to, when possible, take an active part in the planning for his own future.

15. Be involved in creating and working with foster parent organizations.

16. Educate the community about the program and its need for development.

## RESPONSIBILITIES OF FOSTER PARENTS

As members of the professional team the foster parents are responsible to:

1. Become aware of the agency's function in regard to the foster care program and related social service programs.

2. Share with the social service agency any information which may contribute to the care of foster children.

3. Function within the established goals and objectives to improve the general welfare of the foster child.

4. Realize that problems do occur in foster home placements that will require professional advice and assistance and that such help should be utilized to its full potential.

5. Realize that the foster family will be one of the primary resources for preparing a child for any future plans that are made (i.e. termination of parental rights, institutionalization, or return to natural parents).

6. Realize an obligation to share their views of agency practices which relate to the foster child with the appropriate staff member.

7. Understand that all information shared with the foster parents about the child and his natural parents must be held in the strictest of confidence.

8. Recognize that "no one can be everything to everyone" and consequently foster parents should not be reluctant to voice their concern in having difficulty in meeting the day-to-day needs of a foster child and that "failure will only come when people refuse to discuss problems that exist."

9. Cooperate with the plan to re-unite the foster child with his natural family; and work with the natural family to achieve this goal.

RESPONSIBILITIES OF THE NATURAL PARENTS

1. If the natural parents' parental rights have been terminated, then all other responsibilities are also terminated.

2. If parental rights have not been terminated, then the natural parents have the following responsibilities:

a. Participate as a full member of the team in working out a plan for the child, and, when and where possible, encourage the goal to be the return of the child to his natural family.

b. Cooperate with the terms of the court order regarding issues such as financial responsibility and visitation.

c. Work with the social worker and other significant persons toward improvement of their home situation to allow the return of the child.

d. If at all possible, help the child make a positive adjustment to the foster home, until the time when either they can take the child back into their home or terminate their parental rights.

e. Realize an obligation to share with the appropriate staff their views of agency practices which relate to the foster child.

Each member of the team also has certain rights which must be recognized and honored.

THE SOCIAL WORKER/AGENCY HAS THE RIGHT TO:

1. Honest and open dialogue with the other members of the foster care team (eg. foster family, foster child, natural parents and courts).

2. Be informed of difficulties and crises as they arise in the foster placements.

3. Sit down with members of the team and discuss direction, planning and goals which may be questioned or not fully understood.

4. Any and all information and knowledge on the circumstances of the other members of the foster care team so that realistic planning can be formulated in the entire foster care situation.

THE FOSTER PARENTS HAVE THE RIGHT TO:

1. A clear understanding of their role as foster parents and the roles of the natural parents and the placement agency in respect to the child in care.

2. Respect, consideration, trust, and value as a family who is making an important contribution to the agency's objectives.

3. Involvement in all the agency's crucial decisions regarding the foster child as team members who have pertinent information based on their day-to-day knowledge of the children in care.

4. Not be asked to care for a child whose needs they cannot meet.

5. Continuation of their own family patterns and routines.

6. Support from the social worker in efforts to do a better day-to-day job in caring for the child and in working to achieve the agency's objectives for the child and his family through provisions of:

   a. Pertinent information about the child and his family.

   b. Help in using appropriate resources to meet the child's needs.

   c. Direct interviews between the social worker and the child, previously discussed and understood by the foster parents.

   d. Consultation regarding specific problems of the child.

   e. Information regarding the child's progress after he leaves the foster family's home and opportunity, as indicated and desired, to have continued constructive contacts with the child.

7. Opportunity to develop confidence in making day-to-day decisions in regard to the child.

8. Consideration as possible permanent parents for the child who, after being in their home for some time, becomes free for adoption or permanent foster care.

9. Opportunity to learn and grow in their vocation through planned foster parent education.

10. Opportunity to be heard regarding agency practices that they may question.

11. Full reimbursement for costs of the foster child's care.

THE NATURAL PARENTS HAVE THE RIGHT TO:

1. All the rights ascribed to natural parents unless limited through court proceedings (see legal section for more detailed discussion of natural parents rights in relation to custody and guardianship).

2. Respect, consideration, trust and value as the foster child(ren)'s family who plays an extremely important role in his life.

3. Be involved in as many aspects of their child's life as feasible. This means having the opportunity to be involved in all planning conducted on behalf of their child(ren) if appropriate.

4. Assistance and support from the social worker in using appropriate resources to help improve their family's ability to function, thus potentially enabling the returning of their child(ren) to them.

## THE CHILD HAS THE RIGHT TO

The rights of the foster child are beautifully stated in the Bill of Rights for Foster Children, a proclamation that was ratified by the National Action for Foster Children Committee in Congress Hall, Philadelphia, Pennsylvania, on April 28, 1973. That Bill of Rights states that

### EVERY FOSTER CHILD HAS THE INHERENT RIGHT:

To be cherished by a family of his own, either his family helped by readily available services and supports to reassume his care, or an adoptive family or by plan, a continuing foster family.

To be nurtured by foster parents who have been selected to meet his individual needs and who are provided services and supports, including specialized education, so that they can grow in their ability to enable the child to reach his potential.

To receive sensitive, continuing help in understanding and accepting the reasons for his own family's inability to take care of him, and in developing confidence in his own self-worth.

To receive continuing, loving care and respect as a unique human being -- a child growing in trust in himself and others.

To grow up in freedom and dignity in a neighborhood of people who accept him with understanding, respect and friendship.

To receive help in overcoming deprivation or whatever distortion in his emotional, physical, intellectual, social and spiritual growth may have resulted from his early experiences.

To receive education, training, and career guidance to prepare him for a useful and satisfying life.

To receive preparation for citizenship and parenthood through interaction with foster parents and other adults who are consistent role models.

To be represented by an attorney at law in administrative or judicial proceedings with access to fair hearings and court review of decisions, so that his best interests are safeguarded.

To receive a high quality of child welfare services, including involvement of the natural parents and his own involvement in major decisions that affect his life.

## THE PLACEMENT PROCEDURE

### PREPARATION FOR PLACEMENT

Selection of the appropriate foster home for a foster child is one of the most crucial steps in the entire placement procedure.

Below are a few of the factors the social worker will take into consideration:

--The wishes of the natural parents and the child.

--Lifestyle of the foster family - will the child be more comfortable in a family that lives an ordered, scheduled life, or one that is less structured?

--Number and ages of other children - should the foster child be oldest or youngest? Will he do better as an only child, or with many foster brothers and sisters?

--Needs of other children in the foster home - will this child be too competitive for other foster children? Will he be overshadowed by them? Are his characteristics compatible with other children in the home?

--Skills of foster parents - have these parents shown skill or interest in dealing with the type of problems this youngster has?

--Geography - should the child stay in the same neighborhood? Would it be better to place him on a farm or in the city?

--Religion - what have the child's religious experiences been?

--Special resources such as educational facilities in the area.

--Interests and hobbies - do these parents have a lifestyle and environment that would lend itself to this youngster's interests?

Perhaps the most important thing to remember during the placement of any child in your home is that a placement can be successful only if the child, parents, foster parents and social worker are working together toward the same goals. This means that every person involved should be aware of and involved in planning and decision making regarding that placement.

Preparation for placement varies with each child and should be adapted to his age, experience, individual needs, personality, and circumstances necessitating placement, as well as any special problems presented by the prospect of placement.

PRE-PLACEMENT VISITS

If at all possible, pre-placement visits should take place between the child, the child's parents and the foster parents. This helps the child move toward actual placement. It is important that a child feels he has the permission of his parents to live with someone else for awhile. Visits help. The nature of the visits as to time, place, number of visits and persons involved, will depend upon the particular circumstances in each case. All of these arrangements will be worked out to meet the needs of all persons involved.

You may wish to utilize the Questionnaire found in the appendix of this book to gather information about a child before his pre-placement visit.

Pre-placement visits lessen the shock of the move for a child and allow you and your family to have more knowledge of the child when he comes to stay. It is usually best to have only the immediate foster family members in the home at the time of the pre-placement visits. Pictures of family members who could not be at home are helpful. The main purpose is to help the child become more familiar with you and you with him.

If after meeting the child you have questions about taking him into your home, you should let the social worker know as soon as possible. Your feelings about the child, warm feelings, as well as questionable feelings, should be shared with the social worker after the visit(s). The social worker may help you to resolve unanswered questions.

You should not feel obligated to accept a placement just because a visit has been made. One of the main concerns is that the placement be a positive experience for everyone involved.

Whenever a pre-placement visit is not possible because of an emergency, special effort should be made to help the child with his/her adjustment into the foster home.

PLACEMENT AS SEEN BY THE CHILD

The foster child's viewpoint of separation and placement is very important. Most children have predictable reactions to separation, and the first of these is a feeling of abandonment. Along with this feeling comes a complete feeling of helplessness or lack of control over what is happening to him. He reacts with anger toward his parents who have deserted him. Instead of facing these unacceptable feelings, he tries to deny them. In order to reassure himself he begins to believe the exact opposite - that he is responsible for all the things that have led up to this separation.

During the first few weeks the child will probably try to please you as he gets acquainted with his new family and new surroundings. Eventually, however, testing behavior may develop. This might take the form of bedwetting, lying, truancy from school, or whatever happened to be the child's troubled behavior at the time of separation. He may attempt to reproduce in his new home the same difficulties and circumstances of his previous home. By now the child knows that will

will use these means to test your reactions. It is important that you discuss with the social worker what types of behavior you can expect from this child. You may then be somewhat prepared for the testing when it begins.

As foster parents you can expect that this testing pattern will recur from time to time. As the child adjusts to your family and becomes closer to you, he may feel guilt and anxiety because of the closeness. At this point he may re-establish his emotional distance by going back to old patterns of disruptive behavior. By anticipating that these problems may recur, it will be easier for you not to be disillusioned by them or feel inadequate because of them. By understanding the viewpoint of the child, you will be better able to react calmly and confidently and thus be able to provide more security for your foster child.

The child feels he must be bad or unlovable and may, therefore, view his placement with you as punishment. He tends to be bewildered and frightened despite all efforts to make the move easier for him. He has been moved from the known to the unknown - he knows how his parents reacted to what he did, but he does not know how you will react.

## SOME HINTS TO SMOOTH THE ROAD

Receive the child quietly. You may want to have some kind of welcome to celebrate his arrival, but spare him. He is already self-conscious and confused. Extra social demands should be avoided. Settle down to a regular routine as quickly as possible.

Respect his feelings for the past. Do not probe. If he wants to talk, let him. Let him know the door is open and that you accept the fact that his past has been different.

Respect his loyalty to his own home. His own parents are important. Criticizing them may only serve to damage his already shaken self-concept and identity, and will inevitably make him turn against you. Don't try to take the place of the natural parent in his heart.

Avoid frustrations. Threats of "I'll send you back home" or "I'll tell your worker" are too easily used in moments of frustration or irritation. The child has already lost one home, so do not threaten him with losing another. Since a foster child's need is to belong, he is particularly sensitive to any sign that another child in the family is more favored. You must not only make sure that one child is not discriminated against, but that he does not <u>feel</u> discriminated against either.

Impose standards gradually. Homes vary widely in what they expect of a child with regard to such things as table manners and language. Manners which may seem crude in one home may be taken for granted in another. Standards of cleanliness and the correct care of possessions, which you take for granted, may be something the foster child has never experienced. Before you scold a child, be sure you understand what has been expected of him in the past and that he understands what you want or expect of him now. Do not nag. Help him accept the new standards gradually. You will know he is responding when he first offers to help, when he reaches for your hand, or shares a happy experience.

## FAMILY CONTACTS

When discussing natural parents and visitation, we can usually make three basic assumptions:

--There is a strong emotional involvement between the foster child and his/her parents and family.

--There will be and should be contacts between parents and children.

--Most children will be returning home to live.

The above are not always so obvious because we are usually dealing with families with multiple problems, including conflict, emotional illness, alcoholism, mental retardation and broken homes.

Realizing these assumptions, we can also understand why visitation is encouraged. We realize that this sometimes causes problems, but it is generally an essential part of the treatment plan.

All arrangements for visits should be planned and approved by the foster parents, the social worker and the natural parents. Natural parents have a right to periodic visits with their children (unless the court order indicates otherwise). Social workers have the responsibility of arranging the time and appropriate place, and supervising the visits, if necessary.

SERVICE AGREEMENTS

Just as the social worker is encouraged to complete a service agreement with the foster child's natural parents, it is also suggested that one be completed with you, the foster parents. (See Appendix F for Service Agreement Form 115-2 SS).

It is important that all members of the team have a clear understanding of their own role and the roles of all of the other team members. As mentioned previously, foster care is the provision of a substitute family for a planned period of time. If we are to achieve our goal of doing what is best for the child, we must define the problem, what services we can provide to alleviate that problem, and what role everyone will play in the entire process. The service agreement form should be utilized for this purpose.

REMOVAL OF A FOSTER CHILD

Circumstances surrounding a child's removal from a foster home will vary. The following basic principles should govern the situation:

Highest priority must be placed on the well-being of the child. This is not always evident, since the move may be a difficult one for the child. Perhaps your foster child doesn't want to return to a home situation which still has problems. This makes it all the more difficult for you, the foster parent. You will have the major responsibility of assisting the child in making the move. You might have some doubts yourself and it will perhaps be difficult for you and the social worker to adopt a positive attitude toward returning the child to his home. Nevertheless, a positive attitude is important. Your acceptance of the plan will be very helpful and reassuring to the child. Here again there must be a team effort in working toward what is best for the child.

Placement should be preceded by pre-placement visits, or increased visits home, if the child is returning to his family. You and the social worker will both be very involved in the placement/removal process and will want to work closely together to insure its success.

Your ideas and suggestions are welcome. You are bound to have a more intimate assessment of the situation and as such have much to contribute. The agency social worker can furnish the perspective and objectivity provided by a more distant and detached viewpoint.

Your interest in foster children who have left your home is understandable, and, if possible, the social worker will keep you informed of his or her progress. It may be possible to have continued contacts with the child. These are things you can discuss with the social worker.

## FINANCIAL INFORMATION

### FOSTER CARE PAYMENT RATES

Standard foster care payment rates are evaluated and set by the Social Service Board of North Dakota. The rates are meant to reimburse foster parents for expenses incurred in caring for foster children.

Standard Rates:
Standard rates established for care in a family foster home vary according to the age of the child.

The age ranges are: Under 1 year; 1 through 4 years; 5 through 12 years; 13 years and over.

To these established standard rates, the county social service board may, on the basis of individualized need, add the cost of irregular items such as school fees, books, transportation, correspondence courses and car pooling. Expenditures for these items will be limited to a set amount per year for an infant child up through 11 years of age, and for a youth 12 years of age and over.

For short term care of 15 days or less, a daily rate will be paid. If care extends for more than 15 days the regular monthly rate will apply, beginning with the date of placement.

Any foster parent or potential foster parent is entitled to obtain information on the current standard payment rates at any time. Due to the fact that there are frequent changes in the payment rates based on available funds and inflation factors, the current rates will not be printed in this handbook, but are available on request at any county social service board office or Area Social Service Center/Human Service Center.

Special Rates:
A family foster care rate may be negotiated in excess of the standard rate when the child in question has a handicap which significantly affects his adjustment or the cost of his care. Such a handicap, however, must involve a substantial physical, emotional or behavioral problem. To obtain a special rate the county social service board must submit, to the Social Service Board of North Dakota, a written report of the pertinent facts surrounding the request for increased compensation. This request must be approved by the Social Service Board of North Dakota before the foster home can receive an increased payment.

Foster parents are entitled to payment for a full day for the first day and the last day during which they provide care.

### CLOTHING

Clothing and personal possessions contribute significantly to the child's feeling of worth and dignity. Children should be encouraged to be proud of themselves and the way they dress.

Some things to keep in mind:

--Give younger children a voice in selecting their clothing and in what they wear.

--Permit older youngsters to make many of their own decisions in the purchase of clothing and in what they wear.

--Give reasonable acceptance to the current fads in clothing. Generally no child should dress too differently from his peers.

--Respect the individuality of the child as he creates his or her own dress ensemble and try not to criticize his creation. Suggestions given constructively can enhance his creativity, and his positive feelings about himself.

--Try to see that every child has some articles of new clothing that have either been made or purchased as his own.

--Try to see that no gift items are presented to the child that are not truly his and cannot be taken with him when he leaves

A child entering foster care with an inadequate wardrobe may have his initial clothing supplied through a special allowance. During placement activities you and the social worker will need to assess together the adequacy of the child's wardrobe. A special allowance may also be authorized to replace clothing lost in a fire, flood or other disaster, or because of a child's sudden and unusual growth. It is also not expected that special clothes such as orthopedic shoes be purchased from the regular clothing allowance.

The initial clothing allowance varies according to the age of the child. The ranges are 0 - 1 year; 1 - 4 years; 5 - 12 years; and 13 years and over. Check with your social worker regarding current rates.

When a child leaves your foster home, he should have with him all the usable clothing which has been purchased for him, as well as other personal possessions of value to him.

TRANSPORTATION COSTS

Ordinary/occasional transportation is generally the responsibility of the foster parent. Unusual transportation costs may be reimbursed through the foster care payment if it is approved by the county social service board. Other than routine transportation needs should be discussed with your social worker and validated through the social service plan for the child.

EARNINGS OF CHILDREN IN FOSTER CARE

The earnings of any child in placement who is supported by foster care payments are to be treated as follows:

--We may disregard all income of children under 14 years of age.

--We may, at the discretion of the social worker, disregard all income if the child is a full-time or part-time high school student. If the child has completed high school, the question of further education and use of income is determined on an individual basis. It is usual to expect a high school graduate to work and support himself unless he is in a full-time educational or vocational training program.

--A child who is employed full-time is expected to be able to provide for most, if not all, of his maintenance needs. For these children the foster care payment should only be equal to the budgeted deficit.

REDUCTION OF PAYMENT FOR ABSENCE

If your foster child is out of your home for two weeks or less under a plan which meets the approval of the county social service board, no reduction in your monthly payment is required. If the child is gone for more than two weeks but not over a month under a plan that does not involve payment of board, the payment will be reduced by the days of absence or else the payment will be terminated.

Be sure to discuss with your social worker any interruption in the foster care placement.

## ALLOWANCES

A regular personal allowance may be provided to help a child learn about the appropriate use of money and to develop skills in money management. Handling of these allowances depends on the age and maturity of the child. Amounts should be related to a child's specific recreational activities, school and church contributions, and personal grooming. The amount should also follow family and community patterns of providing allowances. Be sure the child understands how much he is to receive and what expenses it is expected to cover. This money should be paid out of the regular monthly foster care payment.

## INCOME TAX

Tax laws do vary from year to year, thus it would be advisable that you contact your local Internal Revenue Service before filling out your income tax return.

The basic philosophy of the Internal Revenue Service is that if the payments made to you as a foster parent are solely to reimburse you for taking care of children placed in your home and do not exceed expenses, neither the payments nor the expenses need to be reported on your Federal income tax form.

If the reimbursement for foster care payment exceeds the expenses, the excess would be required to be reported as income. If the expenses exceed the reimbursement, the difference would not be allowed as a deduction since it would be considered a personal expense not allowed under Section 262 of the Internal Revenue code.

As foster parents you may claim a foster child as a dependent only if all of the following tests are met:

1. The child is a member of the household and lives with the foster parents for the entire year.

2. The foster parents must contribute from their own funds over one-half the support of the child.

3. The gross income of the child was less than a certain amount during the year.

4. The child was a citizen or resident of this country or a resident of Canada, Mexico, the Panama Canal Zone, or the Republic of Panama.

The Internal Revenue Service basically feels that the payment meets the cost of foster care, is a reimbursement, and does not exceed expenses.

## MEDICAL COSTS

Every child in foster placement is eligible to receive medical care. Be sure to know the provisions for medical care when the child is placed.

The foster parent and social worker should discuss the health of the child during the pre-placement conference. The social worker is responsible for initiating this discussion, as it is imperative that the foster parents have full knowledge of the needs of the child.

At the current time no financial preauthorization for medical, dental, optical or hospital care is necessary. If providers of these services require authorization, the social worker should be contacted to secure whatever authorization is necessary. You may use the doctor or dentist of your choice. In some cases you may want to continue with the child's doctor if he has had or does have a serious medical problem.

In the case of an emergency, or for any medical attention, including regular physical examinations, dental work, eye examinations, glasses or drugs, ask your doctor, dentist, or pharmacist to forward the bill to the county social service board for payment. Upon receipt the agency will forward an authorization for

payment directly to the medical facility. You do not need to and should not pay for medical costs.

When a medical emergency arises, it is expected that the foster parents will immediately seek professional medical care for the child and contact the social worker as soon as possible.

If the need arises for surgical or any major medical care, it is required that the social worker or supervisor be contacted. In most cases the natural parents must agree to any surgery. As foster parents you cannot sign for any major medical care. Please discuss this matter with your social worker and verify who may sign for medical consent. This is very important.

If the child needs medical care in a specialized medical facility out-of-state, all arrangements should be made through your social worker.

EDUCATIONAL COSTS

A child placed in foster care by court order or a social agency is entitled to education in the district where he is placed. If in placement the child is moved from one district to another, it is the responsibility of the districts involved to determine which district carries the cost of education.

For school lunches, the foster child is considered as a one-member family if a social service agency has legal responsibility for him. The payments made by the Social Service Board for the care of that foster child are considered as the income of that one-member family. If the annual income (family foster care payments) of your foster child is not above the income level for free or reduced price meals of a one-member family as set forth in the income guidelines as prescribed by the local school food authority, the foster child should receive the benefits to which he is entitled.

If your foster child has been placed permanently in your home or if the agency is subsidizing the adoption of your child, then he should be considered as a member of your household. Your family size and total income should be used to determine the child's eligibility for free and reduced price meals.

Generally you can obtain an application form and more information from your local school.

Other school costs such as books, activity tickets, and class projects, are to be considered as part of the monthly payment rate. If you feel this rate does not cover the cost involved for special items and fees, you should discuss it with your social worker and, if necessary, adjustment of the foster care payment can be made.

## FOSTER PARENTS LIABILITY INSURANCE

The Social Service Board has authorized the purchase of Liability Insurance on behalf of all foster parents caring for a child (children) who is under the custody of a County or the State Social Service Board, or for whom foster care payments are being made. Information on the liability coverage is sent to each foster home at the time it is licensed.

PROVIDING CARE FOR THE FOSTER CHILD

DISCIPLINE

Basically as foster parents you are expected to handle discipline as you would with your own children. Yet because foster children are "special" a joint discussion between you and the social worker as to the appropriate discipline and management plan for each foster child is helpful. Discussions should be held at the time of the initial placement as well as during the child's stay in your home.

Here are some guidelines to help you determine effective discipline for a child:

--Consider the child's age and level of social, intellectual and emotional maturity.

--You, as foster parents, and the child need to talk and listen to one another for an understanding of how the other thinks and feels.

--Establish definite limits and guidelines for the child's behavior and let him know he will have to assume the consequences of any behavior outside these guidelines.

--The child should understand the reason for disciplinary action.

--Physical restraint may be used when a child's behavior demands immediate control in order to protect himself, other individuals or property. Since many foster children may have experienced excessive physical punishment prior to entering your home, it is often advisable to use another means of discipline.

Foster children may be extremely hurt by verbal abuse, derogatory remarks about them or members of their families, or by threats to have them removed from the foster home. Depriving a foster child of meals, mail or family visits as a method of discipline might be considered a cruel punishment. There are many methods of discipline and the appropriate type should be selected for each individual child.

ENROLLING A FOSTER CHILD IN SCHOOL

Enrolling your foster child in school is a very important part of foster care. It is here that he will meet and compete with his peer group and come under the influence of an outside adult authority. Proper grade placement is as necessary as a proper diet.

If the child is placed during the summer, be sure to contact the school immediately so that former school records can be obtained, the proper teacher chosen and any necessary testing done.

Placement will be determined by either the principal or the child's guidance counselor. While information from the child's former school is desirable, if there is any question about the information's accuracy, it should be requested that the foster child be tested to determine his academic placement. His

success or failure, not only in school but also in the community and your home, will be greatly influenced by his adjustment to the school system and to his peers.

High School attendance is very important because it is at this age that the youth will make decisions that may well determine his future education and employment. There are certain federal programs for foster children who graduate from high school.

As a foster parent you should keep in touch with the school system concerning your child. His success may be determined by the efforts you make to work with the system and the teachers.

RELIGION

The policy on religion/religious training for foster children is flexible and adaptable to each individual child's needs.

If a child has been placed with a foster family of the same religious denomination as that of his natural family, there is generally no problem. However, when the child and the foster family are of different faiths it is important that the matter is discussed and an agreement is reached on where he will attend church. This discussion should involve the child, natural parents, foster family and social worker.

Generally if the child is quite young he will attend church with the foster family. If the child is older he should be involved in the decision making as to what church he will attend. Whenever possible the child's religious heritage should be maintained.

RECORDS FOR THE FOSTER CHILD

The purpose of keeping records for your foster child is to provide valuable information for his future use. Information such as birth certificate and baptismal records can aid the child by helping him to establish his identity. Records may also be used by his natural parents, after the child has been returned to their home, to help them understand the significant events in their child's life.

A. Medical Records -- should be kept on a child regarding birth information, dates of immunizations, boosters, illnesses, accidents, hospitalization and any other medical information you feel is of value to note. A record should also be kept of periodic physical examinations and their results.

B. Dental Records -- should be kept on a child as he makes periodic visits to the dentist.

C. Other records -- such as school records, grades, attendance, achievements, special awards and any other information you feel is important should be kept for him.

## VACATIONS/OUT OF TOWN TRIPS

When planning to be out of town for more than a few days, or when planning to be out of state for any length of time, you, as foster parents, should discuss this with your social worker. A decision will need to be made as to whether the child may accompany you.

Approval of the agency having custody is required before taking the child out of the state, or for any trips of more than a few days. You must obtain written authorization to take the child and to obtain emergency medical care if needed.

## NAME CHANGE

The surname of a foster child may sometimes be changed. The child's legal custodian may file a petition on behalf of the child with the District Court. If this is granted, a new birth certificate will be issued with the child's legal name crossed off and the new name superimposed on it.

A name change may be considered under the following conditions:

--Parental rights have been terminated and the child has been placed under the legal custody of the Executive Director of the Social Service Board.

--Child has been in long-term placement - from five to ten years - and there is no likelihood that his living arrangements will change before he reaches majority.

--Child is able to participate reasonably in the decision regarding his name change.

## CONFIDENTIALITY

Information regarding children in foster care and their families should be held in confidence by all concerned. It is, however, appropriate that some confidential information be shared between social worker and foster parent. This sharing should always be done with a constructive purpose in mind -- to ultimately benefit the child.

This professional sharing of confidential information is an integral part of the team relationship, and brings with it responsibilities for social workers and foster parents.

Responsibilities of the social worker:

1. The worker should share confidential information with the foster parents when it will:
   a. Assist them in deciding whether or not to accept a foster child into their home.
   b. Assist them in understanding the child and his behavior.
   c. Assist them in dealing effectively with problems as they arise, both in the early stages of placement and as placement continues.

2. The social workers shared information should include:
   is necessary.
   b. Explanation of any mental or physical handicaps.
   c. Information about behavior problems and personality disorders.
   d. Life experiences which may affect the child's behavior and about which the child might wish to talk.
   e. Objective information about the child's natural family.

Responsibilities of foster parents:

1. Foster parents should assume responsibility of guarding confidential information provided to them.

2. The foster family should elicit no more information from the child and his family than he is willing to relate.

3. Foster parents should help the child understand that information about him may be shared between social worker and foster parent.

Both foster parents and workers should not share confidential information about the child or his family with anyone else without proper authorization.

## SUBSIDIZED ADOPTION

Subsidized Adoption is a program for children who are handicapped by reason of age, race, or physical or mental disability. This program provides a supportive payment to adoptive families for these children with special needs. It is possible that such a child would never be adopted if it were not for the subsidy because the average family does not have the financial resources to meet his special needs.

Subsidized adoption can be a resource to the foster parents who have minimal financial resources but otherwise are good parents and who want to adopt the foster child who has lived in their home for several years.

Again, the goal is to do what will most benefit the child. If gaining a permanent family of his very own would significantly benefit a child, if parental rights have been terminated and financial resources are the only deterrant to adoption, the foster parents should discuss the matter of subsidized adoption with the social worker.

## COMPLAINTS

Occasionally a foster parent will disagree with decisions made by the agency on behalf of a particular child. There are also occasions when a foster parent will be unhappy with services or guidance received from an agency representative.

These are some guidelines to follow in solving such problems:

--We encourage the foster parent to first discuss the problems directly with the social worker involved. It is important that, as a team, every attempt is made to effectively communicate with one another.

Complaints which have some basis in fact are welcomed by the agency, for they are a means for learning how service can be improved.

--If the above is not successful, you have access to the worker's immediate supervisor, to the county director, and to the Area Social Service Center/ Human Service Center foster care coordinator or administrator.

Let us all, foster parent and agency representative, try to keep in focus our responsibility and concern for the foster child. We cannot and should not involve the child in a conflict between the agency and foster parent.

There must be, of course, a final decision-making authority. This authority, in most cases, will rest with the Social Service Board.

When all avenues have been explored and the decision is still contrary to your way of thinking, we expect you, as a team member, to carry out the casework plan to the best of your ability.

## OTHER AVAILABLE SOURCES AND RESOURCES

There are many and varied services and resources available to assist you in providing care for your foster child. Some of these services are available directly through your county office, such as homemaker service, while others are available through the Area Social Service Center/Human Service Center, such as psychological testing. In addition other community resources such as Vocational Rehabilitation and the Mental Health Center may be available.

Check with your social worker regarding what additional services may be available to you and your family.

## FOSTER PARENT ASSOCIATIONS

### LOCAL AND REGIONAL FOSTER PARENT ASSOCIATIONS

Throughout the state there are many local foster parent associations on a county level. In addition many areawide/ regional associations have formed as subbranches of the state foster parent association.

Most county associations hold monthly meetings and invite speakers to talk or show films on topics of interest to all foster parents. These meetings provide an excellent opportunity for foster parents to meet each other and offer support and suggestions regarding mutual concern, problems and satisfactions. Generally a social worker from the county office attends and perhaps assists in planning these meetings.

Your participation in these associations is strongly encouraged. Check with your social worker as to what is available in your county and area.

### NORTH DAKOTA FOSTER PARENT ASSOCIATION

The North Dakota Foster Parents Association was formally organized on September 22, 1974. A constitution was adopted by the foster parents present and officers were elected. The purposes of this non-partisan, non-sectarian, non-profit association are: To establish a state association, bringing together all persons interested in foster children and the total foster care program; To provide a better coordination and communication between the foster parent association, foster parents, natural parents and all child caring agencies, public and private; To encourage training and education of foster parents and social workers; To advance the interests of foster children through community awareness and cooperation; To promote legislation which affects foster children and their parents, natural and/or foster.

It is the intent of the North Dakota Foster Parents Association to assist and cooperate with all social service agencies in carrying out their duties. (The State of North Dakota has about 700 foster homes in a state with a total population of about 600,000 people).

Membership in North Dakota Foster Parents Association is open to any individual or family. Dues can be paid as an individual or as a family. Individuals or families who are licensed or approved foster homes are then voting members of the association. Individuals or families who are not foster parents but ascribe to the aims and purposes of the association are associate members.

### NATIONAL FOSTER PARENT ASSOCIATION

The National Foster Parent Association is a unique organization that brings together foster parents, social workers, and other concerned advocates for children. NFPA is the only publicly-supported organization devoting its sole efforts to the improvement of the quality of services to foster children, and it is the largest mass movement of volunteers for foster children in American History.

As a growing national organization, the National Foster Parent Association provides leadership and services to foster parents and agencies to meet the continuing needs of foster children. NFPA serves as a national clearing house for information on foster care; it conducts research; it provides assistance to agencies and foster parent organizations; it works with other national and state organizations to seek viable policies affecting foster children.

The national and regional conferences, held yearly since 1971, have provided a responsible national forum for the education and training of hundreds of thousands of foster parents and social workers. Many foster parents from North Dakota have attended these national and regional conferences held around the country.

Membership in NFPA is open to all foster parents, social workers and interested individuals. For information on how to join, contact your Regional or State Foster Parents Association.

SCHOLARSHIP

The six states of Region VIII consisting of North Dakota, South Dakota, Montana, Wyoming, Utah and Colorado have combined efforts to grant a $500 scholarship to a foster child for attending a school of his choice. This applicant must be in foster care at the time of application and shall be at least 16 years of age. Applications must be submitted on or before February 1 for scholarships that are granted for the next school year. Check with your foster parent association for more detailed information.

APPENDIX

THE QUESTIONNAIRE

This questionnaire may be used by the foster parents in gathering information about a child before his pre-placement visit. It should be kept handy so when a social worker calls regarding a pre-placement visit, these questions may be asked, giving the foster parent a better view of the child. Sections II and IV are not applicable in cases where there has been termination of parental rights.

I. Basic

Child's Name _____

Social Worker _____ Telephone _____

Who has legal responsibility _____

II. Family

Family Surname _____

Natural Mother _____ Marital Status _____ Race _____

Natural Father _____ Marital Status _____ Race _____

Stepparent _____

III. Child

Religion _____ Does the religious placement matter to the parents? _____

Basic Intelligence Level: Bright Average Slow Retarded

Grade _____ School _____ Discipline (School) _____

IV. Siblings

| Name | Age | Present Living Arrangements |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Is there anyone else living in the home or of importance to the child? _____

V. Rate

Age Basic Rate Clothing Personal Need Total

What is the child's clothing situation? _____

VI. Casework Plan

Return to Parents _____ Long-Term Boarding _____ Adoption _____

Guardianship _____ Limited Guardianship _____ Other _____

Where is the child now? _____

Who may visit? _____ How often? _____

What problems in the child's own family led to his need for placement? _____

_____

_____

VII. Child's Personality and Behavior

Describe the child. What are his personality traits? What are his interests and hobbies? _____

_____

_____

What kind of behavior has this child exhibited? (Examples: Bed-wetting, aggression, withdrawal, destructive tendencies) _____

_____

How can foster parents expect this child to react to a foster home? _____

_____

How will he relate to others in the home? _____

How does this child feel about being placed in a foster home? _____

What is the child's behavior in school? _____

What is his situation academically? _____

Is the child delinquent? _____ Give examples _____

What is the child's relationship with his family? _____

What problems might visiting relatives present? _____

Has the child ever been in any child-care institutions or undergone any psychiatric or psychological evaluation? _____

What were the recommendations? _____

Physical Appearance _____

Health Status (General) _____

Special Care Problems _____ Disabilities _____

Major Operations _____

## IMPORTANT NAMES AND NUMBERS

Agency: _____ Telephone: _____

County Director: _____

Home Phone: _____

Social Worker: _____

Home Phone: _____

Supervisor: _____

Home Phone: _____

Area Social Service Center: _____

Telephone: _____

Foster Care Coordinator: _____

Home Phone: _____

Emergency Medical Authorization: _____

Juvenile Supervisor: _____

Office Phone: _____ Home Phone: _____

Eligibility Technician: _____

| Doctors: | Telephone: |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| Dentist: _____ | _____ |
| Drugstores: | |
| _____ | _____ |
| _____ | _____ |
| Clergy: _____ | _____ |
| School: _____ | _____ |
| Principal: _____ | _____ |
| Other Foster Parents: | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| Local Foster Parent Organization President: | |
| _____ | _____ |

A BOOK LIST ESPECIALLY FOR YOUR FOSTER CHILDREN

PICTURE BOOKS

Ets, Marie Hall, Play With Me, New York: Viking, 1968. A little girl learns how to make friends.

Iwasaki, Chihiro, Staying Home Alone on a Rainy Day. New York: McGraw-Hill, 1969. A little girl, left at home all day by herself, waits and worries until Mother finally comes home.

Keats, Ezra Jack, Peter's Chair. New York: Harper and Row,1967. When his baby sister arrives, Peter learns to share what has always been his very own.

Sendak, Maurice, Where the Wild Things Are. New York: Harper and Row, 1963. When Max's parents call him "a wild thing", he imagines himself in a world where he is accepted and loved best of all, which he really is.

Viorst, Judith, Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Atheneum, 1972. A delightful story about a day when everything goes wrong.

Zolotow, Charlotte, Janey. New York: Harper and Row, 1973. With simplicity and perceptiveness, the author has evoked that painful feeling of loss when Janey's friend moves away.

YOUNGER READERS

Ardizzone, Edward, Lucy Brown and Mr. Grimes. New York: Walck, 1971. When Lucy finds Mr. Grimes, she finds a home where she can be happy.

Hill, Elizabeth Starr, Evan's Corner. New York: Holt, Rinehart and Winston, 1967. Evan longs for a place of his own more than anything else in the world.

Krasilovsky, Phyllis K., The Shy Little Girl. Boston: Houghton Mifflin, 1970. Anne gains self-confidence when she makes friends with a new girl in her school.

Scott, Ann Herbert, Sam. New York: McGraw-Hill, 1967. How a young boy expresses his need for his family's love and attention.

Steptoe, John, Stevie. New York: Harper and Row, 1969. When he joined the family, Stevie was "just trouble" for Robert. But after he left, Robert realized how much he missed him.

Watson, Jane W., Sometimes I'm Afraid. New York: Golden Press, 1971.

Sometimes I Get Angry, (1971). These books are about real feelings and are created in cooperation with the Menninger Foundation.

MIDDLE READERS

Byars, Betsy, The House of Wings. New York: Viking, 1972. Abandoned by his parents, a boy is helped through this experience of loss by his grandfather.

DeJong, Meindert, Journey from Peppermint Street. New York: Harper and Row, 1971. On his first journey from home, a boy knows fear and love.

Greenfield, Eloise, Sister. New York: Crowell, Collier, Macmillan, 1974. Doretha gains the strength to be herself when she sees that the people closest to her really love her.

LaShan, Eda, What Makes Me Feel This Way? Growing Up With Human Emotions. New York: Macmillan, 1972. This book talks about natural feelings and how they make you what you are.

Murphy, Frances S., Ready-Made Family. New York: Scholastic Book Service, 1972. Three foster children learn that they are loved and wanted, even when Pete gets in trouble.

Sachs, Marilyn, The Bear's House. New York: Doubleday, 1971. More than anything else, Fran Ellen wants to keep her family together.

OLDER READERS

Arthur, Ruth M., The Little Dark Thorn. New York: Atheneum, 1971. Living through experiences of pain and disappointment, Merrie discovers that she can rely on her own strength and spirit.

Kerr, M.E., If I Love You, Am I Trapped Forever? New York: Harper and Row, 1973. In this humorous but penetrating serious novel, Alan develops a new capacity for coping and feeling.

LeShan, Eda, You and Your Feelings. New York: Macmillan, 1975. This book helps young people understand the feelings they have about other people and why they behave as they do.

Oppenheimer, Joan L., On The Outside Looking In. New York: Scholastic Book Services, 1973. After living in a series of foster homes, a lonely and frightened teenager finds she has the strength to help a friend through his difficulties.

Zindell, Paul, The Pig Man. New York: Harper and Row, 1968. Because they form a special friendship with a lonely man, two high school sophomores recognize the feelings they have about their families and the new ones they have about themselves.

"Reprinted by permission from Parenting Plus, p. 27, Child Welfare League of America, 1975."

## SUGGESTED READING LIST

*(These books may be secured from the Social Service Board Library unless otherwise designated. Write or call: Administrative Services, Social Service Board, State Capitol, Bismarck, North Dakota, telephone: 224-2339.)*

### BEING FOSTER PARENTS


Beckman, Alan C., "Separation Feelings Highlighted in Long-Distance Placements", Child Welfare, December, 1964, 549-533.

Child Welfare - Special Issue on Foster Care, Child Welfare League of America, Volume LII, No. 2, February, 1973.

Children in Need of Parents, CWLA, New York.

Close, Kathryn, "An Encounter with Foster Parents", Children, July-August, 1971.

Davids, Leo, "Foster Fatherhood: The Untapped Resource", The Family Coordinator, January, 1971.

Geiser, Robert L., The Illusion of Caring: Children in Foster Care, Beacon Press, Boston, 1973.

Hikel, Virginia, "Fostering the Troubled Child", Child Welfare, No. XLVIII, No. 7, July, 1969.

Hirschberg, J. Cotter, "A Special Kind of Love", Menninger Perspective, Vol. 4, No. 3, April/May, 1973.

Kaplan, Lillian, M.D., "Treatment of Severly, Emotionally Traumatized Young Children in a Foster Home Setting". Reprinted from: American Journal of Orthopsychiatry, Vol. XXVII, No. 2, April, 1957.

Kennedy, Ruby, A Foster Parent Looks at Foster Children (Not in Social Service Board Library).

Kline, Draza, "Understanding and Evaluating of Foster Family's Capacity to Meet the Needs of an Individual Child", Changing Needs and Practices in Child Welfare, Child Welfare League of America, 1960.

Kline, Draza and Overstreet, Helen Mary, Foster Care of Children, Nurture and Treatment, Columbia University Press, New York, 1972.

Krugman, Dorothy C., Ph.D., "Working with Separation", Child Welfare, November, 1971, Vol. L, No. 9, 528-537.

Littner, Ner, M.D., "The Child's Needs to Repeat His Past: Some Implications for Placement", Changing Needs and Practices in Child Welfare, CWLA, 1960.

Maas, Henry S., and Engler, Richard F., Jr., Children in Need of Parents, Columbia University Press, New York, 1959 (Not in Social Service Board Library).

Madison, Bernice and Shapiro, Michael, "Permanent and Long Term Foster Family Care as a Planned Service", Child Welfare X4X, No. 3, 1970.

"On Fostering" 15 articles by and for Foster Parents, CWLA, 1972.

Powell, John, "Why Am I Afraid to Tell You Who I Am?", Chicago: Argus Comm. 1969.

Reistroffer, Mary, Foster Parents and Social Workers: On the Job Together, CWLA.

Reistroffer, Mary, Is It Possible to Emotionally Brutalize Your Foster Child? CWLA Participate of Foster Parents in Decision Making: The Concept of Collegiality.

Reistroffer, Mary, Thank Goodness Foster Parents are Hooked on Helping, Chelsea Associates, Inc.

Reistroffer, Mary, What You Always Wanted to Discuss About Foster Care But Didn't Have the Time or Chance to Bring Up, CWLA, 1971.

Thomas, Carolyn, D.S.W., "The Resolution of Object Loss Following Foster Home Placements", Smith College Studies in Social Work, June, 1967, Vol. XXVII, No. 3.

Sterling, Joy A., "Motherhood, Pro Tem", Ladies Circle Magazine, September, 1973.

## ABOUT PARENTING

Anthony, E. James, M.D., and Benedek, Therese, M.D., Parenthood: Its Psychology and Psychopathology, Little Brown and Co. (1970).

Briggs, Dorothy Corkville, Your Child's Self-Esteem, Garden City, Doubleday & Co., 1970 (Secure from State Library. Use catalogue # H2 769 B677).

Cattell, Psyce, Raising Children with Love and Limits.

Child Study Association, What To Tell Your Child About Sex.

Dobson, Dr. James, Dare to Discipline.

"Early Adolescence", Daedelus, Fall, 1971.

Fraiberg, Selma H., The Magic Years, Charles Schribner's Sons, New York, 1959.

Grollman, Earl A., Explaining Death to Children.

Grollman, Earl A., Explaining Divorce to Children.

Grollman, Earl A., Talking About Death: A Dialogue Between Parent and Child.

Grollman, Earl A., Talking About Divorce: A Dialogue Between Parent and Child.

Hamilton, Marshall L., Father's Influence on Children.

Howell, Mary C., Helping Ourselves: Families and the Human Network.

Jenkins, Shirley, "Separation Experiences of Parents Whose Children are in Foster Care", Child Welfare, Vol. XLVIII, No. 6, 1969.

Katz, Sanford, When Parents Fail: The Law's Response to Family Breakdown.

Kessler, Sheila, The American Way of Divorce: Prescriptions for Change.

Kuebler-Ross, Elizabeth, M.D., On Death and Dying, available in paperback, Macmillan Company, No. 08913, 289 ppsm $1.95 (Secure from State Library. Use catalogue # BF D4 K8 789).

McAdams, Phyllis Johnson, The Parent in the Shadows (Obtain from Area Social Service Centers).

Moyer, K. E., You and Your Child: A Primer for Parents.

Nielsen, Gary E., Helping Children Behave: A Handbook of Applied Learning Principles.

Palmer, Sally E., "The Decision to Separate Children From Their Natural Parents" The Social Worker (Canada) May, 1971, Vol. 39, No. 2, 87-89.

Pierce, Ruth I., Single and Pregnant.

Public Affairs Pamphlets: 381 Park Avenue South, New York, New York 10016:
25¢ per pamphlet
FL 192 - Democracy Begins in the Home
FL 373 - How to Bring Up Your Child Without Prejudice
FL 154 - How "Discipline Your Children"
FL 216 - How "To Teach Your Child About Work"
FL 149 - How "To Tell Your Child About Sex"
FL 236 - Too Young to Marry
FL 381 - How to Help Your Child in School.

Ratz, Sanford, When Parents Fail, Beacon Press, 1971.

Selzer, Joan Graham, When Children Ask About Sex.

"Separation Experience of Parents Whose Children are in Foster Care", Child Welfare, Vol. 48, No. 6, June, 1969, pp. 334-341.

Stern, Edith M. "Mental Illness - A Guide for the Family", National Association for Mental Health, New York, 1968.

Stigen, Gail K., Heartaches and Handicaps - An Irreverent Survival Manual for Parents.

## ABOUT CHILDREN

Axline, Virginia, Dibs, In Search of Self.

Bettelheim, Bruno, Love Is Not Enough: The Treatment of Emotionally Disturbed Children, Free Press (1950) and The Empty Fortress, Free Press (1967).

Bowlby, John, M.D., Separation Anxiety: A Critical Review of the Literature, Child Welfare League of America, 1962.

Buck, Pearl S., The Joy of Children, John Day Co. (1964).

Clark, Kenneth, Prejudice and Your Child.

Cole/Haas/Bushnell/Weinberger, I Saw A Purple Cow and 100 Other Recipes for Learning.

DiLeo, Joseph, Child Development Analysis and Synthesis

Erickson, Erik H., Childhood and Society, W.W. Norton & Co., New York, 1963.

Fraiberg, Selma H., The Magic Years: Understanding and Handling The Problems of Early Childhood.

Gardner, M.D., Understanding Children.

Gardner, Richard A., The Boys and Girls Book About Divorce, 1970, Bantam Books, paperback.

Goff, Beth, Where is Daddy? The Story of a Divorce.

Goldstein, Joseph; Freud, Anna; and Solnit, Albert, Beyond the Best Interests of the Chil

Holt, John, Escape From Childhood: The Needs and Rights of Children.

Isenson, Jon, Is Your Child's Speech Normal.

Littner, Ner., M.D., Primary Needs of Young Children, CWLA, 1959.

Lowenfield, Margaret, Play in Childhood.

Millar, Susanna, The Psychology of Play.

Misseldine, W. Hugh, M.D., Your Inner Child of the Past, Simon & Schuster, New York, 1963 (Secure from State Library. Use catalogue # RC 460 M53).

Moustakas, Clark, Children In Play Therapy.

Piaget, Jean, The Construction of Reality in Child.

Public Affairs Pamphlets: 381 Park Avenue South, New York, New York 10016:
25¢ per pamphlet:
FL 293 - The Only Child
FL 237 - The Shy Child

Reistroffer, Mary, The Foster Child's Three Sets of Parents, Tape #93-12, Child Care Information Center, Hampton, Virginia, 1972.

Renshaw, Domeena, The Hyperactive Child.

Ryan, William, Blaming the Victim.

Singer, Dorothy and Jerome, Partners in Play - A Step-by-Step Guide to Imaginative Play in Children.

Thomas, Carolyn, "Helping Foster Parents Understand Disturbed Children", Child Welfare, Vol. L, No. 3, March, 1971.

Triseliotis, John, In Search of Origins: The Experiences of Adopted People.

Watson, Switzer, Hirschberg, Sometimes I'm Jealous.

Young, Leontine, Wednesday's Children: A Study of Child Neglect and Abuse.

Young, Leontine, Life Among the Giants: A Child's Eye View of the Grown-Up World.

## CARING FOR THE INFANT FOSTER CHILD

Infant Care, HEW, Washington, D. C., No. 8, 1963.

Public Affairs Pamphlet: 381 Park Avenue South, New York, New York 10016:
25¢ per pamphlet.
FL 141 - Enjoy Your Child - Ages 1, 2, and 3

Rutter, Michael, The Qualities of Mothers Maternal Deprivation Reassessed

Walters, C. Etta, Mother-Infant Interaction

Your Baby's First Year, HEW, Washington, D. C., No. 400, 1962.

Your Child From One - Three, HEW, Washington, D. C., No. 413, 1964.

## CARING FOR THE YOUNG FOSTER CHILD

Beadle, Muriel, A Child's Mind: How Children Learn During the Critical Years from Birth to Age Five.

Costelloe, Joseph, Marie Montessori - The Discovery of the Child.

DeFranco, Ellen B., Learning Activities for Preschool Children - A Home Teaching Handbook for Parents and Teachers.

Felker, Evelyn H., Foster Parenting Young Children, Guidelines From a Foster Parent, New York, CWLA, 1974.

Flapen, Dorothy, and Neubauer, Peter, Assessment of Early Child Development.

Ginott, Dr. Haim, G., Between Parent and Child, Macmillan Co., New York, 1965.

Your Child From One - Six, HEW, Washington, D. C., No. 30, 1962.

Your Child From Six - Twelve, HEW, Washington, D. C., No. 324, 1966.

Your Child From Three - Four, HEW, Washington, D. C., No. 446, 1967.

## CARING FOR THE TEENAGE FOSTER CHILD


Adolescence for Adults, Volume XXII, No. 1, Blue Print for Health, Blue Cross Association, Chicago, 1969.

Ambrosino, Lillian, Runaways.

Bock, Richard and English, Abigail, Got Me On The Run: A Study of Runaways.

Ginott, Dr. Haim, G., Between Parent and Teenager, Macmillan Co., New York, 1969 (Secure from State Library. Use catalogue # H2 796 D518).

Konopka, Gisela, The Adolescent Girl in Conflict, Edgewood Cliffs, New Jersey: Prentice Hall, 1966.

Marin, Peter and Allen Y., Cohan, Understanding Drug Abuse: An Adult Guide to Drugs and The Young, Harper and Ross, 1971.

Moving into Adolescence, HEW, Washington, D. C., No. 431, 1966.

Richette, Lisa Aversa, The Throwaway Children (not in Social Service Board Library).

Reistroffer, Mary, "What's So Special About Teenagers", CWLA, 1972 (not in Social Service Board Library).


## CARING FOR HANDICAPPED FOSTER CHILD


Hewett, Sheila with John and Elizabeth Newson, The Family and the Handicapped Child, Aldine Publishing Co., 1970.

Kovarceus, William C., and Hayes, E. Nelson, If Your Child is Handicapped, Porter Sargent Co., 1960.

McCarthy, James J., and Joan F., Learning Disabilities, Allyn and Bacon, In., 1960.

Public Affairs Pamphlets: 381 Park Avenue South, New York, New York 10016:
25¢ per pamphlet
FL 288 - How Retarded Child Can Be Helped
LL 291 A - Your Child May Be A Gifted Child

Stein, Sara Bonnett, About Handicaps.

Wunderlich, Kids, Brains, and Learning (not in Social Service Board Library).


## FICTION FOR FOSTER PARENTS


An Annotated Bibliography of Books and Short Stories on Childhood and Youth. New York: Council on Social Work Education, 1968. (An extensive bibliography of literature that deals with children's feelings and the effects of emotional upheavals in their lives on their behavior and relations with others.)

Johnson, Lloyd W., "My Destiny Is In Your Hands", Minnesota Welfare, Vol. 24, No. 2, Summer, 1972. Copies available from Minnesota Department of Public Welfare, Centennial Office Building, St. Paul, Minnesota 55155. (This is a story, written by a social worker concerning the life of a child who is placed in foster care.)

Sterling, Nora, Present Pleasure. Copies available from Child Welfare League of America, 67 Irving Place, New York, New York 10003. (A play based on the responsibilities and pleasures of being a foster parent.)

Winter, Alice, "Only People Cry", Woman's Day Magazine, 1963.

## THE ABUSED AND NEGLECTED CHILD

Ambroisio, R. D., No Language But A Cry, New York: Dell, 1970 (Secure from State Library. Use catalogue # RJ 499 S587).

Fontana, Dr. Vincent, Somewhere a Child Is Crying, MacMillan, $6.95.

Helfer, Dr. Ray and Dr. C. Henry Kempe, Helping The Battered Child and His Family, Lippincott Company, Philadelphia, $12.50 (Secure from State Library. Use catalogue # HV 741 K43).

Polansky, Norman, Roots of Futility, Jossey-Bass, Inc., San Francisco, $9.50 (not in Social Service Board Library).

Form 424-1 (Rev. 6/70) *SOCIAL SERVICE BOARD OF NORTH DAKOTA*

# APPLICATION FOR LICENSE TO PROVIDE FOSTER CARE

I. IDENTIFYING INFORMATION: DATE:_____

Name:_____
(Last Name) (Husband) (Wife) (Maiden Name)

Address:_____ P. O. Box:_____ Phone:_____

Religion:_____ Directions for Reaching Home:_____

_____

II. PERSONS IN YOUR HOUSEHOLD:

| Last Name | First Name | Birthdate | Relationship to Applicant | Occupation or School Grade |
|---|---|---|---|---|
| | | | Applicant | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

III. FACTS ABOUT THE CHILDREN OR ADULTS YOU WOULD LIKE TO TAKE INTO YOUR HOME:

| Sex Preference | Child or Adult | Other factors to be considered: |
|---|---|---|
| | | |

Use this space to indicate applicant's preference and comments.

IV. REFERENCES:

Names of three people not related to you, who know you well:

1._____ _____ _____
(Name) (Address) (Occupation)

2._____ _____ _____
(Name) (Address) (Occupation)

3._____ _____ _____
(Name) (Address) (Occupation)

V. AGREEMENT:

Name of Supervising Agency_____

We agree to permit the pastor, doctor and references to give information to the supervising agency regarding all members of the household.

Signatures:

_____ _____
(Husband) (Wife)

This form is a statement of intention and can be withdrawn by the applicant.

327-15
424-11

Form C-1 SS (Rev. 5/73)

DEPARTMENT OF SOCIAL SERVICES

## Authorization for Release of Medical Information

_____
(First Name) (Last Name) (Address)

I authorize _____ M.D.,
(Physician)
to provide the _____ County Welfare Board and State Department of Social Services a medical report which may include information concerning any known contagious illness, physical disability, personality disorder, mental illness, or other condition I may have.

Date: _____ Signature: _____

_____
(Witness)

## Medical Report

Instructions to Physician: The above-named person is making application for _____

_____.
(Service or Employment)

The service or employment for which the person is being considered is described briefly on the back of the pink copy.

The County Welfare Board and the Department of Social Services need a medical statement concerning any known contagious illness, physical disability, personality disorder, or work limitation and their bearing on the applicant's suitability for the above-named program.

Report of Findings:

For tuberculosis, use tuberculin skin test. If positive, X-ray. (Negative skin test or negative X-ray within past 12 months accepted.)

Report of Findings:

Date: _____ _____ M.D.
(Signature of Physician)

Distribution:
Return the white and canary copy to the county welfare board.
The pink copy may be retained by the physician making the report.

THE APPLICANT NAMED ON THE FRONT OF THIS FORM NEEDS A MEDICAL REPORT TO ENGAGE IN THE SERVICE CHECKED BELOW:

_____ Provide day care for _____ child(ren) in applicant's home and take major responsibility for parenting the child(ren) for approximately _____ hours a day.

_____ Take care of child(ren) in their own home (in-home care) and bear major responsibility for _____ child(ren) for _____ hours a day.

_____ Work in a day care center where the children's daily activities may include vigorous and quiet play, indoors and out, and play with groups of children.

_____ Provide foster care for _____ child(ren) and assume primary responsibility for the parenting of _____ child(ren) on a 24 hour a day basis.

_____ Provide foster care for _____ adults.

_____ Engage in homemaker services for families which may include household tasks, child care, personal care (bathing and grooming member of the family) for an 8 hour work day.

**CONSUMER** _____ **SERVICE AGREEMENT** **WORKER** _____

| (I) | (II) | (III) |
|---|---|---|
| The following **PROBLEMS (BARRIERS)** are being experienced or help is needed for the following **REASONS**: | Services will be directed towards the achievement of one of the following GOALS:<br>☐ Self - Support ☐ Community-Based Care<br>☐ Self-Care ☐ Institutional Care | The following **SERVICES** have been requested and will be provided for the purpose of removing problems or barriers that stand in the way of achieving the identied goal: |
| Explain: | Explain: | Explain: |

**(IV)**
**ROLES OF INVOLVED INDIVIDUALS AND AGENCIES**

-59-

| | | | |
|---|---|---|---|
| | | | |

The above **PROBLEMS (BARRIERS)**, **GOALS**, **SERVICES**, and **ROLES** have been discussed and agreed upon. Progress toward meeting the above stated goals will be jointly evaluated by all parties involved after a period of_____weeks and not later than (date)_____ , or earlier if the goals have obviously been met or are proving to be inappropriate, at which time the services will be terminated or a new mutually acceptable Service Agreement will be developed.

54

55

**DATE** _____

_____
Other Signature

_____
Signature of Consumer

_____
Other Signature

_____
Signature of Worker

## V) *PERIODIC EVALUATION*

(Complete one line under A each time the SERVICE AGREEMENT is REVIEWED and CONTINUED.)

| A) *DATE REVIEWED* | *WORKER'S SIGNATURE* | *CONSUMER'S SIGNATURE* | *RE-EVALUATION DATE* |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

(Check one item each in B, C, D, E, and one item in F when appropriate at the time the SERVICE AGREEMENT is TERMINATED.)

B) ☐ *Service Agreement terminated by consumer and worker.*
☐ *Service Agreement terminated by consumer.*
☐ *Service Agreement terminated by worker.*

C) ☐ *Services were provided and identified goal was met.*
☐ *Services were provided and identified goal was partially met.*
☐ *Services were provided and identified goal was not met.*

D) ☐ *New Service Agreement dated _____ was developed.*
☐ *New Service Agreement was not developed, consumer has been given a 15 calendar day notice that the case will be closed on_____ , and information regarding the right to file an appeal or grievance has been provided.*

E) ☐ *The consumer did participate in the evaluation and has been provided with a copy.*
☐ *The consumer did not participate in the evaluation but a copy will be forwarded by mail.*

F) ☐ *Consumer moved to a new location - not referred to another agency.*
☐ *Consumer moved to a new location - referred to another agency.*
☐ *Consumer referred elsewhere (specify)* _____
☐ *Other (specify)* _____

**COMMENTS:**

**Date** _____ **Signature of Consumer** _____

**Signature of Worker** _____